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ABSTRACT

Aims, design, curriculum materials, and evaluation results of a bilingual education pilot project which began in 1971 in several Manitoba schools are presented in this handbook. Designed to instruct native children in their own language, the project was begun to combat high failure and dropout rates among native children being taught wholly in English. The handbook outlines the language shift pattern used during the five-year period from kindergarten one to grade three, beginning with total instruction in the native language and ending with all instruction in English except for a time space allotted for teaching of the native language as a second language. Brief descriptions of the approach used for each year are given, along with a listing of curriculum materials developed to meet the needs of native children as they relate to language and cultural heritage and those commercially developed materials which were also used. Results of an evaluation made during the fourth year of the pilot project are given, showing that attitudinal and self-concept scores were higher for pilot schools and that instructing English as a Second Language is as effective as a total English immersion program. The handbook contains a list of the Manitoba pilot schools and of other information available about the bilingual program. (RS)

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A Handbook

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Manitoba Native Bilingual Program

(Formerly Known as Native Language Instruction Pilot Project)

Verna J. Kirkness
1976

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TABLE OF CONTENTS

STATEMENT OF THE PROBLEM.....1

RATIONALE.....4

GENERAL AIMS.....5

THE DESIGN.....6

KINDERGARTEN ONE.....9

KINDERGARTEN TWO.....10

GRADES ONE - THREE.....10

GRADE FOUR.....11

MATERIALS.....13

EVALUATION.....19

CONCLUSION.....21

OTHER INFORMATION.....22

MANITOBA PILOT SCHOOLS.....23

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PREFACE

This handbook has been prepared to familiarize you with the pilot project designed to instruct native children in their own language. The project introduced into several Manitoba schools by the Manitoba Department of Education in September 1971 will be completed in 1975-76.

The program is based on the assumption that the utilization of a child's native language during his early school years will facilitate his cognitive and linguistic development. That learning materials based on the child's day to day experiences and which reinforce his relationship with his home and community will further facilitate his overall development.

CHAPTER I

STATEMENT OF THE PROBLEM

School has been part of native children's experience for over one hundred years. The government has experimented with boarding schools, day schools, and integrated schooling for native children. Today, the statistics show that over 90% of these children leave school sometime between grade one and grade twelve. Surveys show that one of the basic reasons for the failure rate among native children is their lack of facility with the English language. In many native communities, children enter school with little or no knowledge of the English language. The majority of the teachers do not know the native language, consequently, all instruction is in English. What results is two-way frustration. The teacher is frustrated

because academic progress is slow and the children are frustrated because they understand only very little of what is being said by the teachers during the school day. Children who start off with frustration and failure may never catch up. A low self-image, lack of motivation, and unsatisfactory performance are interrelated handicaps to children whose initial instruction is in a foreign language.

Most teachers lack training in "teaching English as a second language" and all too often the children are required to read before mastering a sufficient command of the English language. Studies show that children who do not possess adequate language have difficulty learning to read. This process contributes to increasing difficulty in the

children's whole learning process. What follows is disinterest, poor attendance and early drop-outs.

In Canada, the idea that only English or French should be used as a medium of instruction has left thousands of children academically handicapped. It has interrupted the child's home to school education by postponing progress in concept building until a new language has been acquired. Failure to recognize the child's native language prevents him from progressing as rapidly as his experiences and intellectual development will allow him.

Many studies in various countries of the world have proven that the best medium for teaching is the mother tongue of the student.

CHAPTER II

RATIONALE

It is axiomatic that in learning, the mind proceeds from the known to the unknown. The school's learning activities and studies must be related at as many points as possible to the previous and present experiences of the child. Language is a form of behaviour that has its roots in our earliest experience. It is an instrument of communication, a living thing which carries with it a special way of looking at the world. It is this relationship that schools must foster and nurture to enable Indian children to enjoy maximum benefit from the school environment. Thus, the five year pilot project to instruct native children in their mother tongue was introduced in 1971.

General Aims of the Program

1. To encourage the development of the native language and facilitate the move from a native language to the English language.

2. To develop a positive view towards both the native and English languages.

3. To encourage the development of basic educational skills, concepts, and processes first in the native language during the early school years and later in the English language.

4. To develop a sequential program of "teaching English as a second language" (TESL) beginning in the Kindergarten Two Year.

5. To develop a more positive attitude towards school and formal learning through the approaches mentioned above.

CHAPTER III

THE DESIGN

During a five-year period from Kindergarten One to Grade Three inclusive, a language shift pattern is utilized to facilitate the intellectual and personal development of children for whom, on entering school, a native language is the primary means of communication.

1971-72	1972-73	1973-74	1974-75	1975-76	
Kindergarten 1	Kindergarten 2	Grade 1	Grade 2	Grade 3	Grade 4
4	5	6	7	8	
100-80	80-60	60-40	40-20	20-0	2nd Language
NATIVE					
			ENGLISH		
0-20	20-40	40-60	60-80	80-100	90-100

7

A. Specific aims of the Kindergarten One and Kindergarten Two phases of the project are:

1. To develop and increase the child's ability to communicate in his native language.

2. To enable the child to learn about various concepts and processes by using his native language.

3. To foster the initial and informal use of the English language in Kindergarten One, to be followed in Kindergarten Two by the first stages of a planned program in which English is taught as a second language.

B. Specific Aims of Grade 1, 2 and 3 are:

1. To enable the child to be taught the fundamentals of language arts and arithmetic in the native language.

2. To foster the concept of the literacy program in the child's tongue through a prepared language arts program.

3. To develop the concepts and skills of reading through the formal teaching in 'native language' at the Grade One level.

C. Program:

Kindergarten One (four to five years old)

The language of instruction for these classes is the native language. Although formal lessons in English will not be structured, learning of oral English is fostered by informal means with the hope that English, as an emerging language, will by the end of the Kindergarten One year be used about 20% of the time. For such a program it is necessary for all teachers and aides to be bilingual

(native language and English).

Kindergarten Two (five to six years old).

The language of instruction is the native language with English instruction, using the TESL approach being given regularly with the expectation that by the end of the Kindergarten Two year, English is used about 40% of the time. It would be necessary for all teachers and aides to be bilingual (native language and English).

Grades One, Two and Three (6 years - 8 years)

1. Literacy is developed first in the native language using Roman Orthography. The native language is produced in a consistent, systematic orthography so that the basic principle of writing as a secondary representation of sound will become

obvious to the children. This method facilitates the learning of English orthography at a later date.

2. English at the Grade One level continues to be developed as a second language. Formal Structured Lessons - TESL approach.

3. In order to implement transference to literacy in English by the end of Grade Three, it is advisable to use English as the medium of instruction in some subjects and the native language as the medium for others. This approach utilizes the "language shift" technique. The shift being from the native language to English language.

Grade Four (9 years - 10 years)

English is the medium of instruction. The native language is taught in the

time space allotted to second language teaching.

CHAPTER IV

MATERIALS

Curriculum materials in general use in classrooms by and large reflect the ethos of the majority culture. As such, with certain exceptions, they do not meet the needs of Native children particularly as they relate to language and the cultural heritage of the Native peoples.

Therefore, since materials appropriate to the task of instruction in the Native language were non-existent, it was necessary that suitable materials be developed.

Kinds of materials identified for development: (*commercially developed)

A. Materials for Kindergarten One and Kindergarten Two:

i) Kindergarten Kit 1A

Contents:

Section I - Goals
Techniques
Caring for children
Planning a Program
Setting the Stage for Learning
Pre-School Manual

Section II - Science
Physical Activities

Section III - Art and Music

Section IV - Interest Centres
Play-a-time suggestions
Ideas

Section V - Fingerplays
Picture Book List

Section VI - *Play Children's Business
*Nursery School Portfolio
*A Nursery School Handbook
*Observing and Recording

ii) *A Kindergarten Curriculum Guide for Indian Children
A Bilingual/Bicultural approach - B.I.A.

iii) Language Charts:
Large Experience
Action Charts

iv) *Addison and Wesley - Kindergarten Primer

v) Core English One - Ginn & Company

B. Materials for Native language literacy - Grade One:

Phase 1 - Reading Readiness Program:

1. Listening Skill Development - Teacher's Guide
2. Initial Sound Skill Program

Phase 2 - Introduction to Reading:

1. Pre-Primers - set of 12 readers
   - accompanying Teacher's Guide
   - accompanying Supplementary Readers

Phase 3 - Reading Program With Controlled Vocabulary:

1. Set of 10 readers - Primer
2. Accompanying Teacher's Guide
3. Accompanying Supplementary Readers

C. Other Materials for the Grade One Program

i) Language Experience Chart:

1. Activities in a community. (Department of Education)
2. Action charts (Department of Education)
3. *Lois Dalby Charts
4. *McMillan Charts (I.A.B.) - Colour

ii) Literacy Programme (Cree-Cree/ Ojibwe and Ojibwe)

1. Listening Exercises Programme

2. Mathematics Vocabulary Program
3. Pre-reading Exercises
4. Readers
5. Pre-Primer (15)
6. Primers (13) Accompanying Guide-book and 5 Supplementary for each.

iii) *TESL - Core English Two - Ginn & Company

iv) *Addison & Wesley - Mathematics Series

D. Materials for the Grade Two Program:

i) English literacy materials reflecting children's home and community
- Readers and Workshops
- Charts

ii) Social Studies and Science materials
- relevant materials e.g. slides

E. Materials for the Grade Three Program: Social Studies and Science Materials

CHAPTER V

EVALUATION

Evaluation initially took the form of having the teachers record the progress of individual children in their classes. This enabled teachers to assess general areas of weakness that required more attention.

For a more objective type of evaluation in succeeding years, teams of educators were contracted to visit all the pilot programs. The evaluations were formative. Valuable recommendations for improvement were made.

Finally in 1975, during the fourth year of the pilot project, a graduate student at the University of Manitoba was contracted to design and conduct an evaluation of the total program. The purpose of the evaluation was to compare

bilingual levels of children in the pilot project with children not in the pilot project and to gauge the development of positive and/or negative attitudes towards school.

Various tests were administered. Results showed that generally:

1) attitudinal and self-concept scores were higher for the Pilot schools
2) instructing English as a Second Language is as effective as a total English immersion program.

CHAPTER VI

CONCLUSION

The Manitoba Native Bilingual Program is in its final year as a pilot project. It appears to be meeting its objectives. It is too early to speculate about its long range value. We believe it will be positive. It has succeeded in making the native child feel better about himself, his home, and his community. This positive attitude will help many on the road to success. The strength of this approach lies in the involvement of native teachers, the native community and the use of community based materials and resources.

OTHER INFORMATION ON THE MANITOBA NATIVE BILINGUAL PROGRAM

1. MANITOBA NATIVE BILINGUAL PROGRAM. Video tape. (65 min.) Department of Indian and Northern Affairs, Ottawa. 1976.

2. MANITOBA NATIVE BILINGUAL PROGRAM KIT by V.J. Kirkness. Available from the University of Manitoba. 1976.

3. MANITOBA NATIVE BILINGUAL PROGRAM - EVALUATION. (1975) Available from Native Education Branch - Manitoba Department of Education. Winnipeg.

4. CURRICULUM ADAPTATIONS TO LOCAL NEEDS. (Manitoba Native Bilingual Program) 1975 by Emma J. Crate. Paper. University of Manitoba.

MANITOBA PILOT SCHOOLS

Cross Lake

St. Therese Point

Wassagamach

Nelson House

Pelican Rapids

Berens River